



## Gregg Middle

500 Green Wave  
Summerville, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,003 Students	
<b>Principal</b>	Lori Phillips	843-871-3150
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

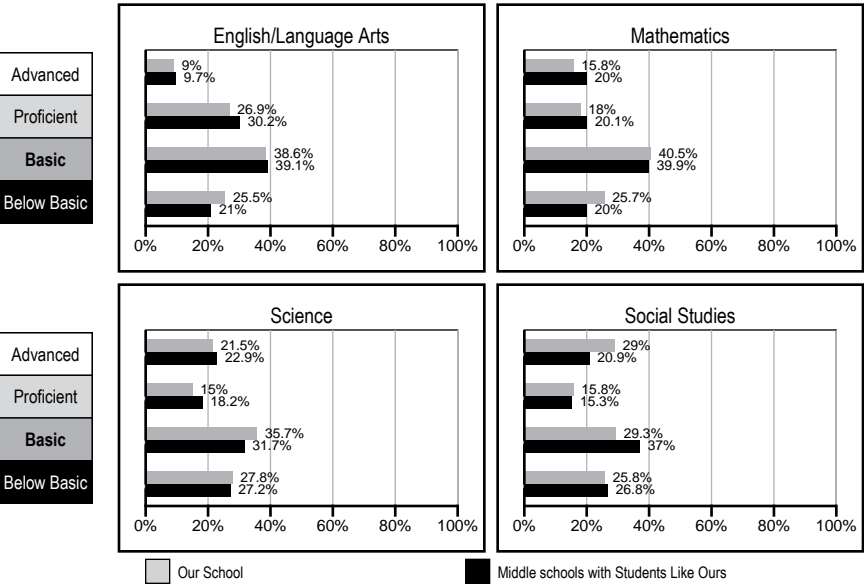
93.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	28	4	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.9	97.1
English 1	96.9	93.2
Physical Science	50.0	27.9
All Subjects	94.6	96.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,003)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	24.9%	Down from 26.4%	27.5%	19.4%
Retention rate	5.6%	Down from 6.2%	2.0%	1.8%
Attendance rate	94.6%	Down from 95.1%	96.0%	95.8%
Eligible for gifted and talented	14.8%	Up from 14.1%	20.8%	15.3%
With disabilities other than speech	10.9%	Up from 8.6%	11.4%	12.9%
Older than usual for grade	3.7%	Up from 1.9%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	21.6%	Up from 12.6%	0.9%	0.7%
Annual dropout rate	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	45.9%	Down from 46.6%	57.6%	55.0%
Continuing contract teachers	77.0%	Up from 65.8%	74.3%	70.6%
Teachers with emergency or provisional certificates	7.7%	Down from 8.1%	4.2%	5.4%
Teachers returning from previous year	76.8%	Down from 79.0%	85.9%	83.4%
Teacher attendance rate	94.0%	Up from 93.2%	95.0%	94.9%
Average teacher salary	\$44,492	Up 4.8%	\$45,059	\$44,706
Professional development days/teacher	10.5 days	Down from 11.3 days	11.9 days	11.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 23.0 to 1	22.3 to 1	20.1 to 1
Prime instructional time	88.2%	Up from 87.4%	89.9%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 98.3%	98.4%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$5,968	Up 4.3%	\$6,479	\$7,097
Percent of expenditures for instruction*	63.3%	Up from 61.3%	66.1%	64.4%
Percent of expenditures for teacher salaries*	59.7%	Up from 58.2%	60.7%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Gregg Middle School, located in a suburban area of Summerville, is the largest of six middle schools in Dorchester District Two and exists to educate students to their highest potential in all aspects of learning. We currently have 61 teachers serving 959 students in Grades 6-8 with an additional 16 students being served in an alternative setting. We utilize an interdisciplinary team concept. Each team is designed to accommodate students based upon their academic, social, and emotional needs. Each grade is structured as a school within a school. To ensure that GMS students are exposed to cultural and life skills, related arts courses are offered at each grade level. Gifted courses are also offered at each grade level to enhance and supplement our standards-based instruction.

Our students have excelled in many academic, athletic, and artistic competitions including the District Two Quiz Bowl Competition in which our 6th grade team placed 2nd, 7th grade team placed 2nd, and the 8th grade team placed 4th overall. An 8th grade student won overall in the FRA (Fleet Reserve Association) 2007 Essay Contest. Our band earned an excellent rating at the South Carolina Directors Association Concert Festival, and three students were in the SC Region All-State band. Also, one student was in the SC All-State band. Our 7th and 8th grade chorus earned an excellent rating in the State Choral Festival and the 6th, 7th, and 8th grade chorus earned an excellent rating at the Carowinds Choral Festival. We had three Lt. Governors Writing winners. We had a 2nd place and 3rd place winner in the District Spelling Bee. GMS students enjoyed participating in various intramural, B-team, and JV sports. The GMS girls' basketball team was named District Champions. Twenty-six students were named SC Junior Scholars, and twenty-two students qualified for Duke Tip. We supported the Leukemia Association by donating \$2,698, the American Heart Association with Hoops for Heart with a donation of \$5,075, and United Way with a donation of \$1,805. We raised over \$5,500 for cancer research through Relay for Life. Our Guidance Department and local community businesses held a successful annual Career Fair.

Gregg Middle School's challenges include a highly transient population, pockets of poverty, and issues related to improving literacy. To overcome these challenges, we continue to work to improve our school's academic assistance program by offering summer school, continuing the Read 180 Program for struggling readers, and implementing Compass Learning in ELA and math. We also continued our school-wide reading program, Reading Counts, logging over 4483 books read and tested. We are continuing a school-wide technology plan with SMART Boards and Senteo Interactive Response Systems (clickers). We have implemented daily use of two computer labs.

At GMS, we are a family who strive to make a difference in the lives of our students.

Olin T. McCurry, Principal  
Jan Reed, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	287	201
Percent satisfied with learning environment	95.5%	62.2%	74.6%
Percent satisfied with social and physical environment	97.0%	66.0%	72.8%
Percent satisfied with school-home relations	87.7%	79.4%	66.8%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		N/A	6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%	Yes
* Or greater than last year			

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	972	99.8	26.8	39.6	26.5	7.1	42.7	57.8	48.2	Yes	Yes
<b>Gender</b>											
Male	543	99.6	32.5	39.4	22.1	6	36.3	50.7	41.7	N/A	N/A
Female	429	100	19.7	39.9	31.9	8.5	50.9	65.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	655	99.9	20.9	38.1	31	10	51.1	65.8	60	Yes	Yes
African American	277	99.6	39.8	43.7	15.7	0.8	23.4	41.1	31.7	No	Yes
Asian/Pacific Islander	14	100	21.4	42.9	28.6	7.1	50	72.3	70.4	I/S	I/S
Hispanic	21	100	43.8	31.3	25	0	37.5	45	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	115	100	70.1	23.4	3.7	2.8	10.3	21.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	342	100	41.2	43.5	13.4	1.9	22	40.7	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	972	100	26.3	42	17.4	14.3	41.5	49.8	45.8	Yes	Yes
<b>Gender</b>											
Male	543	100	27	40	16.5	16.5	42.1	50.5	45.6	N/A	N/A
Female	429	100	25.4	44.6	18.5	11.5	40.6	49.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	655	100	19.2	40.6	21.1	19.1	50.7	59.9	59	Yes	Yes
African American	277	100	43.7	45.2	7.3	3.8	19.5	28.3	26.9	No	Yes
Asian/Pacific Islander	14	100	7.1	42.9	35.7	14.3	57.1	67.1	71.3	I/S	I/S
Hispanic	21	100	31.3	37.5	25	6.3	43.8	37.4	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	115	100	62.6	27.1	7.5	2.8	17.8	21.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	342	100	37.7	47.3	10.2	4.8	25.2	32	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	655	100	27.1	35.7	15.1	22	37.2	42	35.7	94.6	96.1
<b>Gender</b>											
Male	357	100	27.4	33.1	13.1	26.4	39.5	45.1	37.4	94.2	95.9
Female	298	100	26.9	38.7	17.6	16.8	34.4	38.7	33.8	95.2	96.3
<b>Racial/Ethnic Group</b>											
White	437	100	17.3	36.1	17.1	29.5	46.5	52.4	49.2	94.8	96
African American	187	100	49.4	35.2	8	7.4	15.3	20.7	17	94	96.2
Asian/Pacific Islander	13	100	23.1	38.5	30.8	7.7	38.5	52.7	58	97.1	97
Hispanic	15	100	33.3	25	33.3	8.3	41.7	27.1	24.9	96.1	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	96	95.8
<b>Disability Status</b>											
Disabled	79	100	55.4	27	10.8	6.8	17.6	21.6	14	93.6	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	96.5	96.5
<b>Socio-Economic Status</b>											
Subsided meals	223	100	42	38	11.2	8.8	20	24.5	21.1	93.2	95.3

**Social Studies**

All Students	645	100	25.7	29.4	16.1	28.9	44.9	43.2	34	94.6	96.1
<b>Gender</b>											
Male	361	100	25.4	26	15.5	33.1	48.7	46.4	36.6	94.2	95.9
Female	284	100	26.1	33.6	16.8	23.5	40.3	39.7	31.3	95.2	96.3
<b>Racial/Ethnic Group</b>											
White	439	100	22	27.6	16.4	34	50.4	51	44.5	94.8	96
African American	177	100	35.1	35.7	14.3	14.9	29.2	25.8	19.1	94	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	97.1	97
Hispanic	15	100	25	8.3	16.7	50	66.7	32.8	27.5	96.1	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	96	95.8
<b>Disability Status</b>											
Disabled	73	100	54.4	25	10.3	10.3	20.6	20.9	14.4	93.6	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.5	96.5
<b>Socio-Economic Status</b>											
Subsided meals	234	100	36.9	31.3	15.4	16.4	31.8	26.5	21	93.2	95.3

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	394	99.8	22.1	40.8	29.3	7.8	37.2
	7	421	99.8	24.2	43.5	26.3	6	32.3
	8	414	99.8	26.2	49.5	20	4.3	24.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	313	100	22.5	36.1	34	7.4	41.4
	7	330	100	24.7	43.2	26.3	5.8	32.1
	8	329	99.4	32.9	39.4	19.7	8.1	27.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	394	99.5	18.2	43.7	18.5	19.6	38.1
	7	420	99.8	16.4	50.9	15.7	17	32.6
	8	414	99.5	33.9	52	7.6	6.5	14.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	313	100	25.3	36.5	20.7	17.5	38.2
	7	330	100	14.6	47.1	19.8	18.5	38.3
	8	329	100	38.9	42.1	11.9	7.1	19
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	198	100	29.8	42.1	22.5	5.6	28.1
	7	420	99.8	32	36.5	15.7	15.7	31.5
	8	206	99.5	26.5	38.1	17.7	17.7	35.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	158	100	30.8	25.2	18.2	25.9	44.1
	7	330	100	21.4	42.9	15.6	20.1	35.7
	8	167	100	35	31.2	11.5	22.3	33.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	196	100	8.9	37.4	21.8	31.8	53.6
	7	420	99.8	34.4	34.6	9.2	21.8	31
	8	208	99.5	26.2	46	16	11.8	27.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	155	100	9.2	23.2	21.1	46.5	67.6
	7	328	100	32.6	28.3	11.7	27.4	39.1
	8	162	100	27.3	37	20.1	15.6	35.7

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